

# The Coherence Principle

## Theory

The coherence principle (also called *seductive details*<sup>1)</sup> effect) claims that extraneous material that may be interesting or motivating but is irrelevant for learning objectives generally wastes learning resources and **hinders learning of important material**. This assumption is grounded in the fact that human cognitive resources are limited. Still, [cognitive load theory](#) predicts this effect will only occur if the cognitive load imposed by important learning material is high enough.<sup>2)</sup>

## Practice

Seductive details can appear in virtually any format, but often as

- text, or
- external links.

## Research status

A number of studies on the effect of seductive details have demonstrated:

- negative effects on learning of important material<sup>3)</sup>
- lack of negative effects on learning of important material.<sup>4)</sup>

Surprisingly, a recent study even found an large increase in learning due to seductive details.

<sup>1)</sup>

[Garner, Ruth, Mark G. Gillingham, and C . Stephen White. Effects of 'Seductive Details' on Macroprocessing and Microprocessing in Adults and Children. Cognition and Instruction 6, no. 1: 41. 1989.](#)

<sup>2)</sup>

[Park, Babette, Roxana Moreno, Tina Seufert, and Roland Brünken. Does cognitive load moderate the seductive details effect? A multimedia study. Computers in Human Behavior 27, no. 1: 5-10. January 2011.](#)

<sup>3)</sup> <sup>4)</sup>

For details see: [Park, Babette, Roxana Moreno, Tina Seufert, and Roland Brünken. Does cognitive load moderate the seductive details effect? A multimedia study. Computers in Human Behavior 27, no. 1: 5-10. January 2011.](#)

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